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ABSTRACT

In dealing with correspondence education for adults in Sweden, this book directs attention to the dependence of correspondence education on the educational welfare state as a whole, development of the educational system, liberal education, labor and vocational training, examinations and certificates, and the new bill on adult education. The new kinds of students include those who for financial or geographical reasons had not had the opportunity of schooling beyond the compulsory 6 or 7 years; some employees in industry or the service trades; school children at the secondary stage (the old lower secondary school gymnasium), and members of study circles associated with voluntary popular education. The postwar years have been characterized by new institutions involved in education and by an increasingly intensive and varied system of cooperation and combination of institutions. (NL)

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CORRESPONDENCE EDUCATION
FOR ADULTS

SWEDEN

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CORRESPONDENCE EDUCATION FOR ADULTS IN SWEDEN

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CONTENTS

Pages

1. BACKGROUND

1.1 Dependence of correspondence education on the educational welfare state as a whole .. 1

1.2 Development of the educational system 1

1.2.1 From elementary school to comprehensive school 1

1.2.2 From small grammar school to broad secondary school 4

1.2.3 Rapid growth and internal change at university level 8

1.3 First part of adult education - liberal (popular) education 11

1.4 Adult education for the labour market and vocational training 15

1.5 Adult courses for examinations and certificates 17

1.6 The new Bill on Adult Education 19

2. CORRESPONDENCE EDUCATION FOR THE NEW CATEGORIES OF STUDENTS 23

3. CORRESPONDENCE EDUCATION - WITH NEW ALLIES 30

3.1 Co-operation between correspondence institutes and individual enterprises 30

3.2 Collaboration between correspondence teaching and regular schooling 33

3.3 Collaboration between correspondence teaching, adult education associations and trade unions 38

3.4 Collaboration between correspondence teaching, labour market organs and other governmental bodies 39

3.5 Collaboration between correspondence teaching and special schools for adults ... 45

./.

Pages

4. CORRESPONDENCE EDUCATION - COMBINING DIFFERENT METHODS 47

5. CORRESPONDENCE EDUCATION - WITH BETTER PRODUCED COURSES 54

6. FINAL REMARKS 58

1. BACKGROUND

1.1 Dependence of correspondence education on the educational welfare state as a whole

In order to be able to understand the developments in correspondence education for adults in Sweden, one must know at least the main features of the Swedish educational system, as it has developed out of an interplay between old traditions and new needs and impulses. For correspondence teaching - just like any other form of teaching - cannot be isolated from the wider environment in which it matures. It is greatly dependent on the schools for children and youth and on adult education, since it has had to consider the needs and opportunities which, in the course of time, have emerged in these fields. Several of the most special and most interesting features of Swedish correspondence teaching, which will be illustrated later, have a very distinct connection with particular features of Swedish schools, Swedish liberal education and, naturally, the Swedish way of life.

Does this mean that experience and methods cannot be transferred to other countries or be of value as standards of comparison and as a stimulant to new organisational and educational methods? No, but it does mean that in deciding what experience is transferable from one country to another, one must take into consideration the general background from which the experience has grown. If this is not done, there is a great risk that the transfer of experience will be haphazard, and fail in its effect.

Our study starts, therefore, with a fairly extensive review of the background and trends of development in Swedish schools and adult education.

1.2 Development of the educational system

1.2.1 From elementary school to comprehensive school

As early as 1842 - that is long before Sweden became industrialised - the municipalities were made legally responsible for providing schools for all children. The law did not originally stipulate how long the schooling should last, but a decree of 1882 stated that elementary schooling should comprise six years for all. In reality, however, it was very much shorter - perhaps only a year or so for most children. At the turn of the century the average was reported to be four years, and even in the thirties, 6 years' schooling was not a reality for all, even though many municipalities, particularly the large towns, had already introduced a compulsory seventh year.

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Yet, despite shortcomings and delays, of both a quantitative and qualitative nature, most Swedes in the past 100 years or more have had at least a minimum of general schooling. But during these 100 years, from the mid-19th to the mid-20th century, when schooling remained essentially the same, society was radically transformed. From an agricultural country, we had changed into an industrialised and urbanised country with a very much larger population, higher standard of living, universal suffrage and broadened democracy, a more complicated and mobile labour force, increased foreign trade and various other radical alterations also known in many other Western countries. This, naturally, was partly reflected in the substence of education and - as just indicated in the real duration of schooling, as also in a greater influx into higher forms of education. The basic pattern, however - a 6-year elementary schooling for the great majority of the people - had not changed.

Against this background it is natural that the debate concerning a new school system gained momentum from the thirties and reached a particularly high pitch in conjunction with the planning for the post-war period in the mid-forties. Public debate, the moulding of political opinion, government commissions of enquiry, experimentation and community planning led to the decision to introduce an entirely new school system, the 9-year comprehensive school. The formal decision came about in stages, but the introduction of the new school started in 1950.

The chief features of this new school will be presented extremely briefly, as publications on the subject are readily available, (e.g. Jonas Orring, Comprehensive School and Continuation Schools in Sweden, Malmö 1962), and as it is principally the consequences of the introduction of this school on adult education and correspondence teaching that are of interest in the present context. But, for the consequences to be understood, certain main points should be noted. First, the rapid development of prolonged schooling. The introduction of the nine-year school started in 1950. By 1964 the average was already more than 8 years, and in 1967 there are extremely few municipalities which have not fully established the nine-year comprehensive school!

This means that in only half a generation we have taken the great leap from an average of 6 years' schooling for the majority, to an average of 9 years. Briefly, one may describe the situation as a change from a society in which almost all teenagers were earning their living, to a society in which almost all teenagers go to school and receive, on average, a very much longer education than their parents. We shall later consider how this has affected adult education - the need for,

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the interest in and the pattern of adult education. It may be said that a follow-up education for the youth of today with a longer education behind them, is just as necessary as a compensatory education for the generations who had to be content with shorter schooling.

The next main point of interest concerning the new school is that it is not a selective but an elective school and - another aspect of the same thing - that it is comprehensive. It is based on, and adopts, the conception that in principle all can have the benefit of secondary level education, i.e. considerably more than was earlier thought possible (and needful) for the great majority of the people. Here there is dynamite, with an explosive effect also for adult education (if today's youth can, why should not today's adults be able to ...?), involving at the same time a fairly decisive change in the starting level for adult education for coming generations.

A third point may briefly be expressed. The nine-year comprehensive school has a strictly modernised curriculum with, for example, a greater emphasis on ability in subjects such as civics and natural sciences. This means that today's youth not only receive more than the preceding generation: they also receive something else.

The fourth interesting feature with consequences for adult education and correspondence studies is the new concentration in the comprehensive school on pedagogical methods with the emphasis on individualisation, active forms of teaching, group activity, practical rather than theoretical emphasis in teaching and diversity in forms of work. The impulses in this field have, to be sure, not gone in one direction only - from comprehensive school to adult education. Some of these new elements have come directly from experience in popular education, which in Sweden has been built up around active work in small groups of a pronouncedly "unacademic" and "informal" type. But now, of course, impulses are going in the other direction as well. Modern pedagogical discoveries from a comprehensive school, equipped with far better resources, become widely known and form a pattern for adult education. A third type of effect is this: the goals of individualisation and active and concrete teaching lead to a greater demand for the type of individualised, and activity-promoting, material offered by correspondence courses.

A fifth, and last, point of interest in this interplay between comprehensive school and different forms of adult education is the greater emphasis in the comprehensive school on individual pupil welfare. This may be interpreted as a greater responsibility on the part of the school for the

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"whole pupil", his physical, mental and social needs, and for the expansion of the school's resources in accordance therewith (specialist teachers, school psychologists, special slow-reader classes, school nurses, etc.), and as an increased insight into the importance of individual differences and of social environment in educational matters. This individualised care of pupils naturally brings up the question of corresponding measures and a corresponding reinforcement of resources in adult education, where the differences in talents, interests and training, or the significance of social background factors, are certainly no less; in fact, they are probably greater.

To sum up what the rapid introduction of the comprehensive school has meant in changed conditions for adult education. This may be done under three headings:

- rapid emergence of educational gaps between the generations;
- a new starting point for adult education in the new generations;
- a marked emphasis on new contents, new methods and a new attitude towards the students.

1.2.2 From small grammar school to broad secondary school

A similar development to that in the comprehensive school has taken place on the "next step on the ladder", the upper secondary level. An essential difference must be pointed out, however, before we go on to consider the tendencies which are similar: education at this level is not yet compulsory in Sweden, even if voices have been heard which plead for a general 11-year school of compulsory character. Owing to, among other things, the shortage of financial and personnel resources, a prolongation of compulsory schooling is improbable, within the next decade at least. There is also a growing doubt as to whether a prolongation of youth schooling is the proper course, in a society with almost insatiable and rapidly changing desires for learning; and whether instead, an extended adult education would not be an economically, psychologically and socially better solution. We shall return to these questions in the discussion on the present situation of adult education in Sweden.

To return to the features which are the same, or similar, in the developments at comprehensive school and upper secondary levels. The first is, quite simply, the very vigorous expansion with the greatly increased number of pupils. This can be illustrated in different ways. In actual figures the picture

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is as follows:

In 1946 there were barely 7,000 pupils in the beginner classes of the secondary schools. In 1962 there were 30,000. As percentages of the respective population age groups the figures are:

1946: 7.8%
1963: 24.2%

And taking all types of school at the upper secondary level, including fackskola (continuation schools) and vocational schools, the rise is still more marked:

1950: 50% of the age group
1960: 30% of the age group
1970: 80% of the age group (estimated and
soon to be reached)

Here the various effects, for instance the gaps between the generations, which were considered in the previous section, are magnified. The gaps are thus becoming wider than appears merely from the figures of the spread of the comprehensive school. The differences in "starting level" are also magnified. The changes are in fact enormous - from one in fourteen at (one type of) upper secondary school to almost all - in twenty years.

The second element as well, the changed attitude toward education, plus the ability to profit by it, and an awareness for its need - far above the traditional level (that of the six year elementary school) - by a large section of the population, assumes a greater acuteness in that the educational explosion is approaching the stage of a third step on the ladder for all.

The modernisation of teaching in the new secondary school has been almost more striking than in the comprehensive school. Radically revised curricula, changed relationships between subjects, combination of certain subjects into blocks, the introduction of new subject designations, a greater emphasis on the present day and on the international sphere, to take but a few examples, have - after thorough investigation of the need, and intense debate! - been introduced, and have begun to set their mark on teaching methods, teaching aids/textbooks and pupils' knowledge. Again: not only more education, and prolonged education, but education differing from that of earlier generations.

The tendencies in respect of pupils' welfare and teaching methods are similar to those in the comprehensive school. So, instead of dealing further with these points, we will touch upon an entirely different phase in the present reformation of education at secondary level, namely the proposed co-ordination of all forms of secondary level schools (including the "fackskola" and vocational schools) into a common secondary school, forming a single organisation but with wide facilities for transfer between, and co-ordination of, the various branches.

This proposal, admittedly, has so far only been put forward by a committee and has not come up for discussion in parliament. However, the general backing given to the principles of the committee's report, as well as statements from government quarters, make it practically certain that the idea will be adopted in practice, which will lead to a comprehensive model also for the stage after the present comprehensive school. This will be something radically different from the old secondary school of grammar-school type, both in content and in its effects.

Let us consider some of the consequences of this radical remodelling of the stage immediately following the compulsory nine-year comprehensive for adult education.

One consequence - the full effect of which will only be apparent over a period of time - is the further raising of what has been called the commencement of adult education for almost the entire population as new generations pass through the various lines of study at the secondary school. The point to be emphasised is that not only those who pass through the secondary school proper, or the two-year "fackskola", will acquire a very much better grounding of theoretical knowledge and formal abilities, but also those who have chosen the vocational line. For, in conjunction with the incorporation of the vocational school into the secondary system, the theoretical and general educational elements in this line will be greatly reinforced. Behind these proposals lies the thought that the present industrial development calls increasingly, within all professions, for a better orientation in languages, science and civics.

Another consequence of the comprehensive secondary school, which will be noticeable in the shorter term also and which, to some extent, is already noticeable in so far as the thoughts behind the proposed reform are starting to influence existing forms of schools, is the greater need that will exist for supplementary material for those who wish to transfer from one line of education to another. This supplementary material - and supplementary courses and arrangements - has been a natural

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consequence of the striving within Swedish education at upper secondary level and also at earlier levels, to avoid as far as possible choices that are too definitive and irreversible but instead, to keep open the possibility of a new choice, to maintain flexibility, for as long as possible. This permits adaptation to changed desires and changed conditions for the individual student, and enables problems which arise to be met for example, in conjunction with the very lively migration in Sweden between different localities. A more flexible system of this kind naturally calls for a greater assortment of supplementary facilities to assist the transition between different levels and forms of schools, and in general to allow individualisation of studies.

This also involves new tasks for - and new points of contact with - both adult education in general and correspondence education in particular, the fundamental working hypothesis of which must be flexibility and individual adaptation of the content and pace of study.

A third consequence of a comprehensive and greatly extended secondary stage will be a breaking down or dissolution of the traditional and antiquated dividing lines between "theoretical" and "practical" in the world of education, working life and society at large. In the extension of this perspective there is the probability of a changed class structure in which, on the one hand, a sound general knowledge in the humanities, science and civics will not be something that is reserved to or necessary for people solely in "theoretical" professions and at "higher" levels and, on the other, a practical bent and practical ability will no longer be considered of use solely to people in "practical" professions and on "lower" levels. Tendencies in this direction are already manifest in Sweden. This will mean, for Swedish adult education, especially its "free" section - the liberal education that is linked to popular movements - a very much wider and more mobile field of work in which studies both of a practical and theoretical nature will become, at once, attractive and possible for all social groups in an entirely different way than in earlier societies.

To sum up, it is probably easier to underestimate than to overestimate the revolutionary effects on the whole of adult education of the very great quantitative and qualitative changes which have already taken place, and are still proceeding, in youth education. It also means that there is a greater risk in antiquated ways of thought and working methods than in the prospect of renewal and adaptation proceeding too quickly in adult education and correspondence education!

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1.2.3 Rapid growth and internal change at university level

To complete the picture, we shall say something about what has happened, and what is being planned for the next stage of education at universities and higher educational establishments. This can be done quite briefly, as the general tendencies are mainly the same, and the effects of changes on adult and correspondence education at this level are less extensive.

First, a few figures to show the quantitative development. In 1945, just after the war, we had some 15,000 students at universities and higher educational establishments. In 1966 the figure was more than three times as high, 50,000, and the estimate for the end of the seventies is 80,000. It may be pointed out that the same thing has happened here as at earlier stages of education, namely that the actual demand has far exceeded the forecasts.

Obviously this expansion has placed very great demands on financial and personnel resources, and has inevitably involved strains and queuing phenomena. Nor could it have been carried through without organisational, administrative and pedagogical changes in the old form of university teaching.

We cannot go into detail concerning this "internal" side of the educational explosion at this level, but must be content to list some of the features which may have significance for adult and correspondence education:

(1) University teaching has been "industrialised" in the sense that, at least at its lower levels, it has had to adopt the principles of large-scale production and a "fixed" curriculum, planned in detail;

(2) University teaching has been "democratised" in the double sense that recruitment to a greater extent reflects the whole of society and that new forms of student influence are being tried;

(3) University teaching has started to use mass media. The first "one-point course", in political science, has been broadcast by the Swedish Broadcasting Corporation and has led to very interesting results;

(4) University teaching has started to move out from the universities to branch universities, university circles (see section on adult education) and correspondence courses at university level;

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(5) Finally, university teaching has, to a growing extent, become dependent on study material which allows the individual student to work through the subject on his own in an active way. This leads to new applications, not only of programmed material but also of the type of material which correspondence institutes can offer.

If, in the same way as before, we attempt to indicate the consequences for adult education and especially correspondence education, we find the following points of association and lines of development:

As for point 1: The "industrialisation" of university teaching brings to the fore, once again, the need for more prefabricated material, and for other supervisory and guidance aids than those traditionally employed - in other words, other forms of feedback than those which require face-to-face contact;

As for point 2: If democratisation is to be pushed ahead on the recruitment side, the need arises once again for "tailor-made" supplementary courses to enable those who are not formally qualified to study at the academic level (e.g. people from educational organisations, trade unions and other trade organisations, local government officers) to gain admittance to universities and be able to follow the teaching there in their special spheres;

As for point 3: Investigation of whether, in certain spheres, the natural complement to radio and television courses at academic level is not correspondence courses rather than the traditional academic seminars and group examinations;

As for point 4: Again, more experimentation in new combinations and resource-relieving methods, which both reduce the pressure on the universities and offer increased help and a greater freedom of choice to individual students;

As for point 5: See above.

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Apart from these, fairly contiguous and rather limited lines of development, a couple of more general lines, with wider implication, may finally be indicated as a consequence of the development both at university and lower levels.

They are, firstly, that we are at a stage where old boundaries are being broken through, both between social groups and between different subject fields and levels of education. This means for adult and correspondence education not only:

a greatly expanded field of work, but also
a great need for new thinking and experimentation.

Secondly, as education becomes an increasingly larger field of production, there is an increased need for rational and labour-saving methods of study, and for better economy in study. The need for better utilisation of the personnel resources in particular is emphasised. This means in our context:

a greater incentive to find new applications both for the correspondence method and for other "expert-saving" methods and aids, such as study circles and mass media.

Thirdly, we are at a stage of development which makes defective co-ordination and planning - in general the present split and non-uniform organisation of adult education - increasingly obstructive and irrational. From this then grows:

a need for new forms of contact and co-operation, both between child and youth education on the one hand, and adult education on the other, and also between different forms within adult education.

In this perspective adult education in its different forms, and not least correspondence education, is manifestly faced with a new and interesting phase in its development which contains both great new possibilities and new needs for renewal, adaptation and a more rational utilisation of its resources. The next step in our study will then be to try to obtain a survey of what has happened in the transition between old traditions and the new era in the field of adult education itself.

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1.3 First part of adult education - liberal (popular) education

A survey of the development in adult education may suitably be introduced by reference to the three main types into which it is now commonly divided, namely:

(1) Education connected with organisations and popular movements ("free studies", "liberal education", etc.);

(2) Education connected with the vocational field and labour market policy;

(3) Education for certificates and examinations, corresponding to the regular school system.

We may start with type 1, liberal or popular education.

Historical background

Briefly, this type of adult education started to enlarge during the latter part of the 19th century. It had two main sources of inspiration, the radical currents within the world of the universities, the "radicalism of the eighties" and secondly, the popular movements, which came to play so great a part in Sweden both in the initial break-through of democracy and in its subsequent function in practice and growth in depth. It is worth noting that the academic element, educational work organised "from above" was a comparatively less important factor in Sweden than in many Western European countries, whilst education organised by the consumers, through their democratic organisations, had a correspondingly greater role. Here also lies part of the explanation for the special methods, particularly the study circle, "the small group", which have been so important a factor in Swedish (and Scandinavian) popular education. When professionally trained teachers were in short supply, and when adults with a low level of education, but a growing social responsibility, were in desperate need of education adapted to their special requirements, it was natural to organise free forms of study in small groups, with co-operation and mutual help as the central principles, rather than "magisterial teaching" and "curricula study".

This popular education may be said to have passed through three main periods during the present century:

- the period of break-through - roughly 1900-1920
- the period of stabilisation and of organisational evolution - roughly 1920-1945
- the period of expansion - from 1945 to the present day.

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Of these three periods we shall summarise only the third, covering the post-war years.

Two very important facts must be borne in mind, however, while considering this latest phase. When the post-war changes started, there already existed a well-developed organisational apparatus. This was associated with the large industrial organisations and popular movements. As well there was a strong and viable tradition of both what should be studied and how it should be studied, that is, of both subject-matter and methods. An important element in this tradition was that popular education should not be concerned with either vocational training or examinations.

What then was it that characterised the new phase of expansion after the war? In the first place it has actually been only in these past 20 years that adult education within the main framework of the old organisations, has become a really popular movement and a very extensive type of study activity which penetrates deep into almost all groups of the adult population. During the fifties alone the number of people attending study circles increased from about 380,000 to 820,000 per annum and is now above 1.1 million, nearly a threefold rise within half a generation. This growth has been made possible by increased financial support from national and local government. This has made studies fairly cheap for the participants and has permitted a reinforcement of the organisational and pedagogical resources of the arrangers. This reinforcement, in the form of government grants, has come by stages and is still in progress. A further increase in the grant was proposed in a bill presented by the government in 1967.

More interesting, in fact, than these financial and organisational aspects are the underlying factors which have increased both the need for and the scope of the type of adult education that the popular education movement has been able to offer. They are, of course, partly the same factors as produced the growth in other forms of education. But it may be valuable to analyse them in this context. A rough grouping of these underlying factors, as reflected in this particular type of adult education, is as follows:

- increased leisure time, which has provided the opportunity for study and for new activities and interests, which in turn have called for new knowledge and abilities;
- rising standards of living, which have had the same tendency, both directly and indirectly;

- growing demand for knowledge both at work and in club activities, the latter in particular being closely associated with popular education;

- rapid technical and social change, which has emphasised the need for adding to and bringing up to date that which was once learnt at school;

- the "education explosion" among the younger generation, which for many parents and others, at work for instance, has emphasised the need to "hold their own", to redress deficiencies in their own schooling, to compete;

- demographic change, e.g. the increased movement from the country into the towns, where the need for knowledge and the opportunity of acquiring it are greater;

- the growing number of women in employment, which has led to wider contacts and responsibilities outside the home and has thus increased the appetite for new knowledge and forms of communion in study groups.

This list is by no means exhaustive. It could well be extended to include both further examples of motive forces and more detail and illustrations. But nevertheless it gives an indication of the variety and intensity of social change which has spurred on the expansion of adult education. And it shows that the need is not simply for more courses for a greater number of participants but, equally, new types of study, both in subject-matter and presentation. We shall now go on to illustrate these internal changes within the growing whole.

One such internal change lies in the choice of subjects. The groups of subjects which have advanced most during the post-war period are the aesthetic-artistic (in their active, practical forms) and the elementary and practical subjects which either add to deficient schooling or are associated with a vocation. But languages and sociological subjects have also advanced considerably. The following is quoted from an official report:

> "Of all circles 21% have been concerned with music (instrumental and song), 19% with languages, 15% with literature, art (principally handicrafts), theatre and film. About 10% studied economic and sociological subjects, and an equal number religion, philosophy and psychology."

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Behind these rather dry figures, however, lie most interesting developments about which it is important to know, especially as our problem concerns new tasks for correspondence education.

One is the very extensive production of new study material and sets of material within the various subject groups. Part of the vigorous growth in popular education can probably be explained by this continuous renewal of subject-matter, presentation and method in what is offered to consumers. Both elements deserve emphasis: it is a renewal of both educational content and method.

The second development is another aspect of the same thing. A very large part of this new production has been in the form of correspondence courses designed for group studies. One of the Swedish correspondence institutes in particular, "Brevskolan" (The Correspondence School), which is owned by a number of popular movements, has specialised in this method of presenting constantly up-to-date material adapted to the needs of study circles. Some examples from this field will be given later.

A third internal change is the further development of the types of study peculiar to popular education. In the past ten years particularly, the educational associations have purposely developed "their own pedagogical methods", that is, they have developed these elements in their forms of approach which place an emphasis on activity and the creation of contact between people. The pedagogical, and what may be described as the "psychological" quality of their work, has been improved through extended and modernised training of instructors. Without this twofold development - constantly renewed methods and new subjects - popular education could hardly have maintained its position as successfully as it has, in a period when the competition has become so much greater from the other leisure activities that technical and economic developments have made available to one and all.

A fourth internal change is of rather a different kind. It is not specifically associated with the otherwise predominant study circles. It is the very vigorous growth of various types of residential course, of longer or shorter duration, arranged at, and in co-operation with, people's high schools. These residential courses have developed towards a higher degree of specialisation - e.g. education for special functions within trade union and co-operative movements - and also towards a higher degree of integration with other forms of study, not only small group studies but, to a large extent, with individual studies. Here again there has arisen a new and important field of work for correspondence instruction. The new feature in

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the planning of the residential courses is often that they are planned as a series. In this way the same students return at varying intervals for fairly comprehensive studies, using the intervening time for private reading or other individual work to prepare for, or follow up, elements dealt with during the residential period. This individual reading could in turn be combined with the correspondence method.

1.4 Adult education for the labour market and vocational training

The underlying courses behind the expansion of the second type of adult education, aimed at a profession and the labour market, are largely the same as those just considered in connection with popular education and free studies. In particular, three of the factors mentioned on pages 12 and 13 have been important in increasing the scope of vocational studies:

- the growing thirst for knowledge - the need for better fundamental learning and ability, in order to cope with more complicated tasks;
- the rapid technical and social changes which necessitate constant revision of knowledge;
- the increased employment of women outside the home.

But there are at least three other factors which have been significant, particularly in education for the labour market:

- a marked shortage of labour in certain fields, which has meant that needs could not be met through youth recruitment alone, but called for better utilisation of the adult education reserve;
- the growing structural reorganisation of industry, involving the closing-down and fusion of enterprises, with the consequent need for retraining of the temporarily unemployed;
- certain political ideas, which are very alive in Sweden, that the demands of equality, justice and freedom of choice underlying the reforms of youth education, must be extended to adults as well.

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These are fairly well-known conditions, met with in several countries. But for an understanding of the present situation of correspondence education, it is important to bear in mind the social, economic and political dynamics which explain why precisely the vocational education of adults had moved increasingly into the centre of the picture.

Before turning to the forms assumed by this type of adult education, it should be noted that there are three different educational needs and aims:

- adult refresher courses, i.e. maintenance of qualifications within the same vocational field and at the same level ("acquiring the new knowledge needed to cope with the old job");

- adult courses for further training, i.e. for improving qualifications so as to be equipped for better, and more exacting, jobs at higher levels but in principle within the same vocational field;

- adult retraining courses, i.e. training for another vocational field, but in principle at the same level, e.g. an unemployed "lumberjack" who is retrained as a building worker.

These categories may be further sub-divided, and there are transitional forms and combinations between them. But in our context it would suffice to say that the needs, in all respects, are growing rapidly and have already led to a larger student body, a greater variety of vocational lines of study, and a greater number of organisational forms.

The next point to consider is the different types of organisation behind these new vocational studies for adults. Here again there is a tripartite division:

- private enterprises which arrange refresher and further training courses for their employees either in or out of working hours, or a combination of the two;

- economic, trade union and educational organisations which arrange vocational training for their members (or for the general public), both for maintaining and raising qualifications (the salaried employee organisations in particular have been active in this sphere);

- public authorities, particularly the Labour Market Board and the Board of Education, which have specialised in retraining and further training (the latter for raising qualifications to meet a shortage of labour in key spheres (teaching, nursing, etc.)).

Here, too, there are combinations and transitional forms between the different types of organisation, e.g. private enterprise - public authorities or trade, etc. organisations - private enterprise.

In this context, of course, one must bear in mind the vocational courses for adults undertaken entirely on personal initiative, mainly correspondence courses for individuals. But this is not the most important or most interesting point of contact between the new, rapid upsurge of adult vocational training and correspondence education. The main interest is rather in the use of the correspondence method for courses arranged by business enterprises, trade, etc. organisations, or public bodies. Here a new and very significant field of development has arisen for the correspondence method, and also for correspondence material.

This aspect will be dealt with more fully later. In passing, however, let us note that some of the special problems of adult students - shortage of time, wider differences in levels of prior knowledge and training for study, greater uncertainty concerning their ability to succeed - accentuate such advantages of the correspondence method as:

- time allocation to suit the individual;
- individualised combinations of courses, pace of study, goal of study;
- scope for independent work and gradual training of ability.

These advantages and particular features are also of significance in the following type of adult course.

1.5 Adult courses for examinations and certificates

As was mentioned in connection with the factors underlying the growth of adult education, the increased enthusiam of young people for education has acted as a spur to adults as well. This impetus given by youth to adult education manifests itself in various ways. One is that parents are keen to follow their children's interests and development, for the sake of family cohesion, and to help them in their studies. Parents who have had only limited education are forced to start studying afresh such subjects as languages or science. Another stimulus is that the longer schooling of youth quite simply brings educational questions to the fore, making people more conscious of the usefulness and pleasure of increasing their knowledge. A third is the desire to try for oneself, as in the case of parents who notice that their children are doing well: "perhaps we too might ...". A fourth is the stimulus of increased competition - at work, in club activities, in politics: "here come a mass of highly trained young people, they know a lot, get on quickly, may perhaps push us older people out. We should add to our stock of knowlege ...".

The examples can be multiplied. They are of special interest to the third type of adult education with which we are concerned; that leading to grades and degrees equivalent to those obtained formally by young people at school. There are four stages:

- studies of higher comprehensive school (secondary) level, classes 6 - 9 (normally for 12 - 16 year-olds);
- studies at the "fackskola" (specialised technical continuation schools);
- studies at upper secondary level;
- studies at university and higher education level.

These "delayed youth courses", in which people at later stages of development and other conditions of life benefit from courses designed for full-time young students, give rise to special problems of both subject-matter and method. Should adults be taught the same things? Should they be taught in the same way? How can the subject-matter and methods designed for the education of the young be adapted or modified for adults without lowering the standard?

There has been a lively debate on these questions in Sweden in the past few years. To some extent opinion has been critical, in that the actual grounds for this type of youth course for adults have been questioned. These problems we must leave aside for the present, and go on to describe, briefly, the structure of this type of adult education in Sweden, and the new proposals and tendencies that have appeared in recent years.

In the main there have been six types of education for certificates:

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(1) Evening classes for adults with education at the upper secondary and also secondary level, usually under a teacher, but sometimes combined with correspondence tuition.

(2) Special adult upper secondary schools, of which there have been only two in Sweden. These have had full-time teaching for short periods, supplemented by correspondence tuition.

(3) A special quota for adult pupils at "fackskola" (continuation schools).

(4) Pure correspondence courses, sometimes in combination with short preparatory courses, prior to examinations.

(5) Decentralised academic teaching outside the university towns, through which certain subjects and grades can be offered to groups, such as elementary school teachers and others, who wish to attain certain formal qualifications of an academic character.

(6) University circles, i.e. more highly qualified study circles working for fairly long periods, with a greater amount of independent work on the part of students, and with lecturers of university level. These are usually organised by the educational associations.

Forms 1, 2, 5 and 6, in particular, have expanded rapidly in the past few years. An increased use of radio and television is one of the features worth noting, otherwise the situation is as already stated. As schools and courses originally intended for youth education on a full-time basis acquire adult students with greater heterogeneity and less time for study, educational methods, organisation and aids which allow a greater measure of individualisation and flexibility on the lines of correspondence teaching, assume an increasing importance.

1.6 The new Bill on adult education

Against the background of this very variegated, and in part, complicated, development that has characterised adult education during the postwar period, and particularly during the sixties, the government presented a bill in March 1967

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with a New Deal for adult education. At the time of writing, this bill has not passed through parliament, but in all probability the broad outlines of the proposal will be accepted. A brief account of it may therefore be worthwhile before going on to more detailed consideration of the new situation in correspondence education.

It should first be noted that the government proposal has come about, not only in response to the actual increase in different types of adult education, but also as a result of an extensive public discussion on educational policy and of extensive investigations. The various committees examining these questions, chiefly those concerned with upper secondary and vocational education, had as a common denominator in their proposals that the formal youth school model should be followed fairly closely, and that the same kind of organisation, curricula and forms of teaching should be adopted as those already existing for formal youth education. These proposals met with fairly severe criticism from certain bodies. This criticism was based on three main points:

(1) that adults have entirely different requirements, with their own difficulties and their own advantages, which must be taken into account, and would therefore not benefit from the "youth model";

(2) that experience exists, particularly in the realm of popular education, which the committees have not taken into consideration, but which should be drawn upon in the framing of adult education;

(3) that a much more flexible arrangement, better adapted to adult education, would be required if the needs of adults, and the national interest, are to be met properly.

After the debate on these reports there were, accordingly, two opposing lines of thought - one quite closely following the model of youth schools, the other related more to the principles of free popular education, more flexible, more "modern" and "specific" to adult conditions and needs.

It will therefore be readily understood that the government proposal was awaited with great expectancy. Which line would the Ministry of Education and the government choose, the "school-bound" or the "freer and more flexible"? And how much would the government allot to the expansion of adult education in a tight financial situation? Would it be a major reform or only a minor one?

An account of the bill may well start with the answer to these two questions:

- it followed to a large extent the "free" policy and
- it was quite a minor reform, presented as a "first step" towards more radical measures.

The main point of interest was perhaps which of the free systems the government would decide on. It was, in fact, a system based mainly on the extended use of radio and television, with considerable experimentation, including the purchase of a private production unit, with suggestions for the establishment of a new production organisation, not only for radio and television and their associated textbooks, but also for other educational material.

The bill also contains proposals for the reinforcement of the adult upper secondary schools with increased opportunities for them to employ correspondence material and - as already mentioned - for improved financial resources for popular education, described under 1.4 above.

There were two motives for the use of radio and television in adult education:

(1) economic - because, with the resources available, better results could be obtained by this means than by more traditional methods;

(2) pedagogic - in that radio and television offer a variety of new types of teaching, especially when used with discrimination in combination with other methods, such as study circles and correspondence courses.

In addition to these general remarks the official summary of the contents of the bill is presented below:

Main contents of the bill

"On the basis, inter alia, of the reports of the Upper Secondary Education Committee and of the Vocational Committee, the bill proposes certain measures within the fields of adult education and pedagogic research.

The main aim is to extend the opportunities for the individual to take part in education and studies. Radio and television will be used to a greater extent for the education of adults and youth. Proposals are presented for the taking over of a production unit to make television and radio programmes for educational purposes. The aim is, furthermore, to experiment with non-teacher-led programmes for youth education among other fields. It is proposed that a special committee be put in charge of this work. Among other adult education measures, funds are earmarked for starting English Language and Business Management radio courses at the upper secondary level.

The expansion of adult education directed to the needs of the labour market, which was brought into effect by last year's parliament, will be supplemented by additional resources for popular education and for adult education, recruiting students both locally and nationally.

It is proposed that the adult education programme at the upper secondary level shall follow the schools curricula between the commencement of secondary education, normally at the age of 13, and university entrance level. This to include general, vocational and specialised technical subjects. Municipalities should be responsible for local adult education, which as a rule should be arranged at youth schools. The administrative and educational managements at such schools should be reinforced. The government grant for local education should be raised to cover 100 per cent of the salary costs of school management and teachers.

The schools with nationwide recruitment should also cater for students taking correspondence courses only. Special courses in laboratory experiments should also be arranged. In conjunction with the broadening of the educational programme, a considerable reinforcement of staff is proposed at the two schools at Norrköping and Härnösand.

The bill places great emphasis on the role which popular education and the people's high schools should have in adult education. Measures are proposed to bring about a clearer delimitation between study circles and the present part-time courses at vocational schools. The increase in the government grant to the people's high schools, which was voted by last year's parliament, should be followed up by improved working conditions for study circles.

Proposals are presented for raising the maximum amount of loans from public educational loan funds for students who have children to support, for travel grants for students in the adult educational organisation with nationwide recruitment, and for raising the travel supplement for study grants.

It is proposed that the measures be introduced successively as from the next fiscal year."

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2. CORRESPONDENCE EDUCATION FOR THE NEW CATEGORIES OF STUDENTS

Against this fluid and diverse background of both formal and adult education in vigorous growth and transformation, it is difficult to present **an, at once,** both **a specific and surveyable** picture of the role of correspondence education. We have decided therefore to divide the subject up and deal successively with:

- the new categories of students;
- the new partners in correspondence education;
- the new combinations of methods which characterise the development.

First, the new categories and groups of students which have appeared in recent times and have started to dominate the picture. These become clear only when the present and earlier situations are contrasted.

In the traditional picture, before the start of the post-war explosion in education, there were four groups which constituted the main field of recruitment for the correspondence institutes.

First, there were the talented students who, for financial or geographical reasons, had not had the opportunity of schooling beyond the compulsory 6 or 7 years at elementary level but who took courses which conferred gymnasial or lower secondary school qualifications (roughly corresponding to the present 9-year comprehensive school).

Secondly, there was a large group of employees in industry or the service trades, also with limited schooling, who took technical or commercial courses designed for a particular vocational field.

Thirdly, there were schoolchildren at the secondary stage (the old lower secondary school or gymnasium) who took individual courses to raise their grade, whether to reverse a failure into a pass, or to gain a higher grade.

Fourthly - and this applied particularly to the correspondence institutes which specialised in this field - there were the members of study circles associated with voluntary popular education, who used correspondence courses as material for other group studies.

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Other special groups existed in the early stages, but seldom on a major scale.

The principal of the largest correspondence institute, Dr. Börje Holmberg of Hermods-NKI, has mentioned three new categories which have appeared in increasing numbers:

"New groups of students are :

(1) those who already possess a good general education and are professionally established, for example responsible employees in business and administration who study subjects like automatic data processing, distribution economy, or complicated accountancy, or who in this way keep in touch with the latest development in their fields;

(2) more or less bright schoolboys and schoolgirls who take correspondence courses, not because they are interested in them, but because they have to do so as part of the school curriculum or as a means of improving their standard, and

(3) apprentices and manual workers who are instructed by their employers to study in this way."

(From "The Brandenburg Memorial Essays on Correspondence Instruction II", University of Wisconsin, 1966).

This list can, moreover, be extended; but first a few comments. Group 1 illustrates how adult education and correspondence courses are not necessarily used to make up for earlier insufficiencies in an education. As developments and the results of research constantly create new needs for knowledge, and also a new access to knowledge, adult education has, to a great extent, come into vogue for the highly educated. In this perspective of permanent education, the problem of adult education acquires a very much greater scope and urgency than ever before. It is not a question of a minor extension to formal youth education but of a major new planning operation; a new and exciting phase in the emergence of the educational welfare state.

This development towards more widespread studies by correspondence for fairly highly educated groups is reflected in the fact that increasing numbers of courses at university level, for one or two academic points (the two lowest degrees), are being produced by the institutes. Another illustration from an entirely different sector are the highly specialised courses

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recently introduced for local government officials in leading positions, e.g. those engaged on long-term planning. The stage of elementary courses for people with little education, which were the starting point for the correspondence institutes, has now been left far behind.

Another illustration of this trend to courses at a higher level is, as has been shown by numerous investigations, that the proportion of the highly-educated who study as adults after embarking on a career is greater than that of those at a low educational level. This, of course, means that it is probable that, as the general educational level rises, the need and demand for adult education in different forms will continue to increase quite simply because the categories which are most likely to continue studying as adults will become more numerous.

Another factor conductive to "more at higher levels" is, naturally, the greater complication of our working life and the rapid technical developments and structural reorganisation. To be able to keep abreast of, and adapt to, the situation, not only is a better general grounding of the type provided by prolonged formal education needed, but also "a constant flow of courses on new developments" at higher levels.

The second new category mentioned by Dr. Holmberg, the "more or less bright schoolboys and schoolgirls" is of less interest in our context. Two features, however, deserve attention, viz:

- these groups of schoolchildren who add to their qualification through correspondence courses (note, at the initiative of the teacher or school, rather than at their own initiative, as was characteristic of the earlier days) will become more numerous as more young people receive higher education, (and the correspondence method becomes more widely accepted);

- probably, too, increasing numbers of adults will use this method as a means of "delayed youth education". The question then arises of what adjustments are needed to these courses which are designed for the young.

The third category, "apprentices and manual workers" may be expected to undergo a similar growth and internal change as the educational welfare state continues to expand, i.e.:

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- increasing numbers of young people taking correspondence courses to supplement other types of vocational study;

- more adults on continuation, advanced and retraining courses, for whom correspondence is one among several methods of keeping up with the changes in the working environment.

We have said that Dr. Holmberg's list of new categories could be extended. May it suffice to refer to the arguments put forward in the introduction on the background to the growth of the general educational system. The following groups are likely to play a greater role in the student body of the correspondence institutes in the next decade:

- parents who start to study, stimulated by the longer education of their children;

- "young adults" who have passed through the new forms of schooling and are more accustomed both to audio-visual aids and to active and varied forms of study and are also more demanding in these matters;

- "alternating students" who have perhaps interrupted their normal schooling, which continues to an increasingly high age, in order to start work, but occasionally return to their studies (i.e. the group of people who failed to complete their education not because of lack of opportunity when young, but because they found it unsatisfactory just studying but are now seeking a new rhythm of alternation between work and study);

- "theoreticians" who wish to study practical and aesthetic subjects for the sake of balance, i.e. groups with a high but specialised education suited to their working life, but who are less well-equipped for leisure, personal interests, daily occupations and culture (see the discussion on page 7 and the first point on page 12).

Some of the above may appear theoretical and speculative. There are, however, clear pointers in these directions, e.g. within popular education, where, as we have seen, there are the parents, the more demanding youth, the "alternating students" and also the "theoreticians", and the vocationally trained, who seek a new balance, and gather in growing numbers around the courses which cultivate aesthetic experiences and abilities. Also those who go in for practical occupations connected with their weekend cottages, motoring, photography, open-air life, etc.

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The examples have been chosen, and the groups defined, in order to emphasise that it is not only quantitative questions and questions of pedagogical method that are highlighted during this period of great development in education. Changes in the subject matter of education are also taking place:

> either within the official, institutional framework, or opening up new paths outside it! These new needs, new preferences and the new balance of different interests are accompanied also by sociological changes, new groupings around new interests and new flows of recruitment. Perhaps the whole matter may be expressed by indicating a fourth large category on top of Dr. Holmberg's three:
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> > Correspondence courses in a much broader field of liberal education (both in subject matter and student body).

In this context the interesting question arises of how far correspondence education, and the institutions which shape it, merely play the role of a more or less accommodating supplier of courses for needs and forces beyond their own sway, that is, reflect the changes; or whether they take an active and formative part in the process of change, to some extent steering the changes.

A full answer to this question is hardly possible. But it may, perhaps, be said that it depends on how closely correspondence education studies the changes in society and in education as a whole, and how imaginatively it rises to the new situation that is emerging. The ability to adapt to new conditions and needs, and to enable them to reach expression, is to assist in creating something new. Flexibility helps change and does not preclude a clearly defined goal.

Another way of illustrating what is happening in correspondence education is to indicate the study situation of the correspondence students. Two new features of this situation are:

> the increasing number of correspondence students studying in groups (study circles, teams or school classes)
>
> the increasing number of correspondence students who use correspondence courses as a means in combination with others - ordinary textbooks, class teaching, radio and TV, vocational training, etc.

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The traditional picture of the correspondence student as a lone wolf, who has nothing but the correspondence course to rely on, is becoming less and less accurate.

A few statistics may be added to summarise the situation. They are taken from a report by Sten Widoff, former superintendent of the Stockholm Office of the Hermods Correspondence Institute.

"Structure of the student body"

"Of all Hermods students 70% are male, 30% female. If technical courses are omitted the proportion of females becomes 40%.

Sixty-five per cent of Hermods students have a background of elementary schooling, 15% lower secondary school, 4% matriculation certificate. Many have additional qualifications in the form, for instance, of vocational school following elementary school. Hermods students have a higher basic education than the present average for the total population. We note a considerable increase in the number of pupils with higher education, e.g. engineers, undergraduates with different subject interests, and teachers.

Over half of our pupils are aged 18 - 30 years. (According to the 1960 census, 21% of the population were between 18 and 30 years of age). The female students are younger than the male. Twenty per cent of the pupils are over 40 years of age. Hermods pupils are thus younger than the average for the population.

Hermods pupils are spread throughout Sweden, and to some extent, the other Scandinavian countries, with a small fraction in countries outside Scandinavia. Within Sweden, localities with 2,000 - 30,000 inhabitants are heavily over-represented. Of the entire 1961 population 13% lived in towns with 10,000 - 30,000 inhabitants. Hermods draw 22% of their pupils from such places. Of the entire population 4% lived in localities with 2,000 - 10,000 inhabitants. Eight per cent of Hermods pupils were from such localities, i.e. twice the national proportion. We had only 32% of our pupils in places with less than 2,000 inhabitants, where 47% of the population lived in 1961. In towns with more than 30,000 inhabitants we have the same percentage of pupils as the percentage of inhabitants in relation to the total population."

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The figures relate to Hermods, the largest correspondence institute in Sweden, but the situation is probably roughly the same at the other institutes which work mainly with individual pupils, or in co-operation with schools and business and other enterprises. An idea of the other main type of correspondence institute, those which work mainly with study circles within the popular education field, can be gained from the following figures from the same source:

"The largest correspondence school for study circle teaching is Brevskolan, which is closely associated with the Swedish Labour Movement. Brevskolan has rather more than 200,000 study circle pupils, mostly via ABF (the Workers' Educational Association). Twenty-five per cent of the circles present a single answer per circle, which is sent to Brevskolan for correction; 75 per cent merely receive the actual correspondence material without submitting answers. About 8,000 of the pupils of Brevskolan send in their own individual answers for correction."

It may be added that it is not only the Labour Movement that co-operates with, and has an influence on, Brevskolan. The co-operative movement, the salaried employees organisation and temperance organisations also collaborate closely with Brevskolan. The agricultural organisations have their own correspondence school, LTK, which caters both for individual students and study circles. The two latter correspondence schools are, to a great extent, representative of the above mentioned tendency: "Correspondence courses in a much broader field of liberal education".

The picture of the changes in the student body and spheres of activity becomes clearer when we come to the next section which deals with the new forms of co-operation with other institutions, organisations and enterprises. This is one of the most significant features of the development in recent years.

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3. CORRESPONDENCE EDUCATION - WITH NEW ALLIES

As will have appeared from the introductory outline of Swedish schooling and adult education, the post-war period has been characterised by a very broad and variegated activity. Quite generally, this can be illustrated in three points:

(1) the institutions, etc., engaged earlier in the field have taken up a number of new tasks (subjects, levels, recruitment groups);

(2) new institutions, etc., have entered the educational field;

(3) an increasingly extensive and varied system of co-operation and of combination between different types has grown up both on the producer side and between producers and different educational consumer groups.

The earlier situation, when each worked mostly on his own, isolated from, or in competition with, others is being changed fundamentally; an increasingly close network of connections is being formed both between institutions, etc. and between methods.

Here we shall illustrate the new alliances between "bodies" and in the next section see the same development from the aspect of methods.

3.1 Co-operation between correspondence institutes and individual enterprises

This trend is associated with several of the tendencies and conditions touched upon earlier and has led to an increased need for adult education for a vocation and the labour market. There are such factors as the greater demand for continued education to keep abreast of the rapid technological changes, for advanced education to deal with more complicated tasks and to make up the shortage of youth who have completed their education, and for retraining to cope with the situation produced by the structural reorganisation of industry, etc. But there are motives of a rather different, more social and ideological nature, namely the desire, as a part of the general process of democratisation, to give all employees more information about their own company or branch of industry in order to increase their feeling of solidarity and to enable them better to judge questions which arise, for example, in the labour-management committees. Behind the increased involvement

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on the part of individual enterprises is, of course, a growing awareness of the profitability of education, as revealed by enquiries. They have therefore become more interested in investing money and staff time on educational programmes.

Why, then, has the correspondence method in particular been chosen in so many cases, or been used as an element in educational programmes?

The reasons are many. They may briefly be summarised as follows, through co-operation with the correspondence institutes:

- curricula, teaching methods and study programmes can be directly adapted, "tailored", to the special conditions and needs of the individual enterprise or sector of industry;
- maximum individualisation can be achieved in the rate of learning, starting level, time allotment, etc., so that, irrespective of such factors as shift work, other commitments, travel routes and the like, employees can fit the studies into their programme;
- the educational material and method of study provided can easily be combined with other methods, e.g. teacher-led teaching, demonstrations on the job, study circles;
- extensive studies can be carried out in less time - both for students and teachers - than by forms of education that are more dependent on teachers;
- the costs are lower than for most comparable forms of study.

It is difficult to say which reason or reasons have been decisive in various cases. As a rule, the first and third reasons were probably the chief factors in the decision to enter into co-operation with the correspondence institutes. And what practical form has this co-operation assumed?

It varies with the type of study programme. An important dividing line runs between instances in which co-operation has taken place on the basis of existing correspondence courses and those in which new material has

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had to be produced. In both cases there has been consultation between the enterprise and the correspondence institute. But clearly the consultation and co-operation must be a great deal more extensive when producing new material (deciding on the subject matter, educational presentation and layout, combination with other methods of study, organisation of educational guidance, correction of answers, etc.) than when an existing course and organisation can be used.

It should perhaps be pointed out that the creation of new courses for individual enterprises has become increasingly common. Originally this was done simply by putting together bits and pieces from existing courses, but now new material is increasingly being produced in co-operation between the institute and enterprise.

This line of development has also meant that co-operation has been extended to comprise a greater number of elements. The parties have not only jointly decided on the subject matter and method of presentation, but have also worked together in planning the entire course and carrying out the entire programme of study. They have jointly organised, for example, the training of instructors for study groups, built up a joint educational guidance organisation, arranged brief supplementary residential courses (for training-college entrants) and, in general, shared the responsibility for the various elements of the educational programme.

Examples of educational assignments accomplished by these means may be drawn from a most varied assortment of businesses and for staff groups at different levels. A large chain of department stores has arranged a course for department heads and trainees. A brewery has trained consultants and heads of groups. Courses for office and technical personnel at the Cellulose Company, and for salesmen of the Volvo Motor Company, are other examples which, like the afore-mentioned, were arranged in co-operation with Hermods-NKI.

Another type of joint educational scheme has been carried out at the large mining company, LKAB, at Kiruna in the far north of Sweden. There two projects were arranged in co-operation with Brevskolan. One was a course entitled "Iron ore and we, its producers", which provided information about economic, technical and social conditions for the entire staff. The other was a supplementary programme at a level corresponding to the upper department of comprehensive school and "fackskola". This was designed for workers who had been selected for training as foremen and supervisers, but who first needed to fill the gaps in their general education and basic

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knowledge. The project is interesting in that it so strikingly illustrates the new educational needs in a situation where the influx of "highly-educated" young people does not suffice to fill all qualified positions in an expansive industry undergoing rapid technical change.

3.2 Collaboration between correspondence teaching and regular schooling

Traditionally the collaboration between ordinary schooling and correspondence teaching has been along two main lines, both of which required fairly little organised or intimate collaboration; that is, existing material could be used without special co-ordination or adaptation. The main features of these two lines of collaboration were that

> the schools used correspondence courses as textbooks when in any respect superior to ordinary school textbooks;
>
> individual pupils supplemented their schooling by correspondence courses, usually in the holidays, to improve a low grade, or in term-time for the same purpose or for assistance to a top grade.

These two lines are still followed, to some extent, but have largely been succeeded by others in which the collaboration has been more methodically planned and has met more specific requirements within modern schooling. The latter aspect deserves to be emphasised: behind this increased use of the services of correspondence institutes there lie new educational aims and needs, as well as new ideals as regards pedagogical methods. The most important of the new aims may be said to be a greater desire to provide previously excluded groups, not only with the means of higher education - which the earlier simple and direct forms of individual correspondence study could give to some extent - but also with more tuition, supplementary oral teaching and other forms of extra assistance to correspondence students. This demand is expressed in combined forms of individual correspondence study and group tuition. Known as the Robertsfors model, and introduced by Hermods, this system has naturally placed a substantially greater administrative and financial burden on the correspondence institutes. The model grew out of the realisation that many correspondence students needed more help, encouragement and guidance than could be given by correspondence alone. It acquired special significance in sparsely populated areas and in small towns where ordinary training facilities

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did not exist, or in places where schools of the type demanded existed but were able to take only a small number of pupils. With the successive vigorous expansion of secondary level schooling, however - see introductory section - this model has been succeeded by others.

These other forms of co-ordination have their background in the school situation (the difficulty of getting the number of places, accommodation, teachers needed for the rapidly rising influx of pupils; the "over-burdened school situation", as it was called at the International Conference on Correspondence Education in Stockholm in 1965), but they also grew up in response to the new ideals of pedagogical method, which it is the aim of the very radical school reforms to put into practice.

These ideals, with their greater emphasis on particular aspects of education and upbringing, comprise such features as:

> individualisation of teaching to meet the differing needs of individual pupils,
>
> more active forms of teaching ("activity pedagogics") with more independent work, individually and in groups, more "learning by doing",
>
> a greater freedom of choice for pupils of subject combinations and levels (the previously mentioned "elective school" instead of "selective school").

To this may be added another new tendency which has become available and takes the character of a new instrument rather than of a new idea:

> the increased facilities for self-instructional and programmed material.

What then have these trends meant in relation to correspondence teaching in school? Principally, the increased use of correspondence material and method within the framework of ordinary schoolwork.

A few examples:

(1) Supervised correspondence study in the classroom has come into increasing use both as a means for stimulating the pupils (practical activity pedagogics), and as a remedy for the shortage of teachers, or of sufficiently qualified teachers.

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How this takes place in practice may be illustrated by a quotation from Dr Börje Holmberg:

> "What above all is typical of the classroom situation in schools where supervised correspondence studies are applied, is that the greater part of each pupil's day at school is devoted to individual study of correspondence lessons. This means that he reads his correspondence course units, consults reference books, does his exercise, either in writing, or, following the structure of his correspondence course, by listening to recordings or by recording his own pronunciation in foreign languages, and that he does his assignments which are sent to the correspondence school for correction. In his individual work he may feel uncertain. He then consults the supervising teacher.
>
> In addition to this individual work, the pupils work in groups. While the individual work is done in the classroom, where the comparative silence of a library is observed, there are special rooms for group work. Normally the pupils will sit round a table. To some extent they co-operate spontaneously, but they also discuss their reading of literature, etc., in organised groups, they experiment in the laboratory or listen to recordings, particularly in modern foreign languages.
>
> Finally they are - to a small extent - taught orally in the traditional way by the supervising teacher - normally a group of about five pupils at a time in the group room. The division of pupils into groups is based on what they have in common in their individual study. To some degree they read different speeds. The groups thus vary from period to period, from subject to subject. In supervised correspondence study an extreme individualisation in the quantity of work done, i.e. in speed, is possible and has been effected. We now endeavour, to some extent, to replace this quantitative individualisation by a qualitative one. We do this by inserting supplementary material of a more thorough and complicated nature into the syllabus of the pupils specially interested and suited for such study of one or more subjects.
>
> It is evident that the supervising teacher has very important tasks. His personal aptitude is more important than his academic knowledge, as the specialist instructors are at the correspondence school and are easy to get in touch with."

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As appears from this account, this new form of co-operation - in which use is made not only of the correspondence material but also of the correspondence method - both meets the requirement of more active forms of study and achieves an increased individualisation of the studies.

(2) The next example also from Dr. Holmberg's report, is Additional Schoolteaching by means of Correspondence Instruction. Here it is especially a question of meeting the needs which arise through the freedom of choice given to pupils in the school system that is now being brought to birth. Dr. Holmberg writes:

> "In the comprehensive school systems that are now becoming increasingly common in the Western world, there is much space for the free choice of subjects, some of which are rather specialised. It may be worthwhile mentioning as examples that in Sweden not only English, German, French, Russian, Latin and Greek will be taught in our new system of state-supported topstage schools, but even Portuguese. It may be difficult for most Swedish cities to provide teachers for this language. In the small communities in remote areas it may be as difficult, however, to find teachers academically qualified to teach French or physics or religion. In these cases the insertion of a modified type of supervised correspondence study can offer a solution.
>
> ....
>
> Further I should mention the opportunities offered to the exceptionally gifted pupils of going in for specialised and highly-qualified study while they are still at school. The present demands for individualisation, which are being increasingly better met within Swedish schools, will lead to a greater need for such specialised study."
>
> (From Proceedings of the Seventh International Conference in Stockholm, 13 -17 June 1965).

A further development of these two applications for the correspondence method is that which implies

an increased use of self-instructional study material.

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Here it may be said in general that, despite the very considerable and time-consuming work involved in producing such material, it is being produced to an increasing extent, particularly through the efforts of the correspondence institutes. The correspondence method as such is also a tentative step on the road to self-instructional material. Three examples will be given of what has been produced, and is being tried out in practice:

(1) Brevskolan has had a self-instructional booklet on study technique prepared for its individual pupils as well as for study groups.

(2) Hermods have done so much work in this field that, as from 1967, the institute has a special catalogue of courses based on a self-instruction method. It is called "Självinstruerande material" (self-instruction material) and comprises more than 120 pages.

(3) The Teachers' College in Malmö, in co-operation with the Research and Development Division of the Board of Education, and with Hermods Korrespondensinstitut as supplier of a large part of the material, has initiated very extensive trials in completely individualised teaching of mathematics based on self-instruction material. This project, called IMU, has already yielded quite astonishing results in the gaining of time and efficiency when pupils are to a great extent allowed to work according to their individual ability.

As the latter project in particular is of great interest, some additional information may be given on it.

The project comprises more than 6,000 pupils at stages from the intermediate comprehensive school to upper secondary and "fackskola" level. Some preparatory investigations were made in 1963. Full-scale trials were carried out at the lower levels as from 1965, and are expected to be completed by 1968-69. The project includes an analysis of goals and subject matter, as well as the production and testing of new material. At the upper secondary level the investigations are still at a preparatory stage.

The goals include trials of both material and teaching methods, and a study of different types of pupil grouping and different forms of supplementary teacher aid. The project thus extends far beyond the use of correspondence teaching material and methods. The interesting point, however, is that it started with material and experience which grew out of correspondence teaching.

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3.3 Collaboration between correspondence teaching, adult education associations and trade unions

The next category of partner, the adult education associations, may suitably be combined with the succeeding one, the trade unions. In recent years there has been increasingly intimate co-operation between the special associations for adult education and the various economic and other organisations working on other special tasks but which, for their training both of management and members and as a means of contact with their membership, are dependent on studies in the form of the study circle or residential course. With the present organisational structure of Swedish adult education, a tripartite collaboration is natural, e.g. trade unions, WEA and Brevskolan, or an agricultural organisation, rural educational association and LTK, the correspondence institute owned by these organisations.

For a long time past an educational association or other organisation has "ordered" a course of study within a given field, at a given educational level and with a given emphasis as regards selection of subject matter, etc., from "its" correspondence institute, or one of the independent institutes.

The new feature in recent years is that co-operation in respect of content and form has been very much more extensive and detailed. Representatives of the educational association and of the correspondence institute, with an author or expert on the subject, have formed a working party which has not only elaborated in detail how the material should be presented, but has also dealt with questions associated with:

the distribution of the educational material,

training of instructors,

conferences on the theme of the course,

supplementary material for group leaders and similar categories.

A number of examples of such detailed co-operation - which has often led to educational and organisational renewal in adult education - can be quoted from recent years. The large trade union organisations in particular have produced and distributed study courses for their various member categories in this way. This detailed and long-term planning has led to a more differentiated and specialised study, and also to an essential broadening of study activities to include new groups.

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The principal interest in this line of development is not only the increased differentiation and individualisation in respect of goals, syllabuses and working methods, but the fact that it has taken place through a process in which the "consumers", the students themselves and their organisations, have been stimulated to examine needs and possibilities and to enter into co-operation with the "producers", i.e. the subject experts, who then deliver and organise the material. In this way a further step has been taken in the direction that has been so prominent a feature of Scandinavian adult education work, namely, to constantly anchor it in concrete social needs through a sort of consumer co-operative ideology and organisational form, that is, a movement "from below" instead of "from above", of a more philanthropic type in line with the old educational ideals. Through the collaboration described, this basic idea has been further developed. In this way it has also been possible to take up new advanced positions, reaching out to a greater number of pupils and giving them study material better adapted to their needs and a more varied assortment of aids and supplementary expedients - beyond the traditional material and method of correspondence studies for individuals or groups.

On this latter line of advance - the combination of different means and methods of study - there is one particular initiative from recent years that is of interest, namely the evening correspondence schools, with their combination of individual studies, group studies and teacher-led teaching. They will be presented in Section 4.

3.4 Collaboration between correspondence teaching, labour market organs and other governmental bodies

Under this heading, two categories from the original synopsis, the disposition of which we are following, are again combined. The reason in this case is not so much that tripartite collaboration is becoming common, as in the popular movement sphere, but that the collaboration follows largely the same model.

First a reminder of the background, which explains why the entire field of further education and continuous education has become so important, so expansive and so in need of the blazing of new paths. This background is, on the one hand, the increasingly marked general change in the world about us, which necessitates a constant addition to, and revision of, earlier knowledge, and on the other special reorganisations within industry and commerce as a whole and within individual companies, which necessitate a constant retraining and new training of employees. This background - where it is so particularly a

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question of meeting new needs of growing categories to enable them to maintain their vocational capacity, to raise it in step with the rising demands, or to change it in conjunction with structural changes and movements of population - is reflected in practically all vocational fields. Some examples of different situations of this kind in which the solution has been found through increased use of correspondence teaching will be presented below.

First it must be remembered that the vocational field of teaching itself is involved to a great extent. When different vocational categories need to keep up with the times and keep in touch with the new things that are happening, those who are to teach these things must themselves have better means of constant expansion and revision of their knowledge than before. Then, again, the general expansion of education has resulted in a greatly increased need for teachers, which has demanded not only a greater number of young teachers, but also supplementary courses for adult teachers to raise their qualifications, e.g. for those who are to teach in the upper level of the comprehensive school. It is thus clear that the training, and continued training, of teachers necessitate teacher-substituting and teacher-supplementing forms of teaching if it is to be at all possible to meet the demand.

There is a third circumstance which has directed attention to what correspondence teaching can do to meet the needs of teacher-training. This is the supplementary training which has been needed for large groups of teachers as a result of the educational reforms. The situation is as follows. Through the reforms of vocational training that are planned - and to some extent have already been initiated - vocational teachers will meet pupils who have greater starting knowledge (sometimes even greater than the teachers have themselves!). In accordance with the new teaching plans, they will teach new subjects, and subject combinations, of which they have no earlier experience, and which they have not themselves been taught. In this situation, obviously, they must supplement their own knowledge if they are able to be able to take part in the new teaching at all.

It is thus clear that a number of circumstances and trends of development have made the continued training of various teacher groups a fundamental prerequisite for the continued advance of the educational system and for the practical implementation of the reforms.

In what way, then, has correspondence teaching been able to help in this respect? A few examples may be quoted by way of illustration. They are taken from reports from correspondence institutes and officials within the central school administration:

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(1) On "new training" of teachers in mathematics, etc.

"The mathematics course in the new upper secondary school contains new elements - the theory of sets and logic, probability calculus and statistics. Natural science is an integrated subject containing elements of physics, chemistry, biology and geology. Technology is an entirely new basis subject ...

....

In order to be able to teach these subjects, the upper secondary school teachers must receive further training. Oral extension courses of three weeks have been arranged, but teachers can also acquire teaching qualifications by correspondence. Hermods-NKI have prepared suitable courses for this purpose in mathematics, natural science and technology. Teachers taking these correspondence courses are released from part of their duties to do so, and the courses are paid for out of government funds. The Board of Education expects that thousands of upper secondary school teachers will acquire teaching qualifications in the 'new subjects' by correspondence."

(2) On an advanced course for economists at upper secondary level

"The course has been proceeding for two years and comprises 154 assignments or 4,500 pages. The aim has not been to enable students to qualify for a higher post, although their knowledge has undoubtedly been very greatly extended beyond the level of an upper secondary economics examination. All material has been paid for by the Board of Education. During these two years the students have gathered together on six occasions for a few days' brushing-up and written examinations in Malmö. Travel and subsistence allowances and lecturers' fees have been paid by the Board of Education.

It has thus been possible to complete a two-year, highly-qualified course, without the teachers being absent from their jobs for more than about 14 days."

(3) On measures to counteract the shortage of teachers

"Academic education by correspondence is becoming increasingly common. The students - usually teachers or prospective teachers - take the main part of the course by correspondence at their own homes in their free time and, after they have read a sufficient amount, they get the oral tuition required in the form of lectures, seminary exercises, laboratory experiments, etc., during a few summer weeks in Lund (a university town in southern Sweden).

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There are now elementary correspondence courses in mathematics, physics, chemistry, German, English, religious knowledge, economics, political science and pedagogics, and secondary level courses in mathematics and physics. (The list has been considerably extended since this was written).

An oral elementary course in pedagogics and political science was arranged for the first time in 1965, which also saw the introduction of secondary level courses in mathematics and physics. The number of students in the nine subjects totalled 450.

All courses are financed out of government funds and may be regarded chiefly as a means of combating the serious shortage of qualified teachers in many school subjects."

Earlier in this study - 1.4 - mention was made of the general growth in labour-market training for adults, which is one of the most characteristic features of the new society of the 1960's. This education, in connection with the vocational field and labour market policy, is provided both by private enterprises and by the Labour Market Board in collaboration with the Board of Education, chiefly in the form of centrally organised retraining courses. Before giving examples of how individual national enterprises use the correspondence method, some background data of the numbers of persons attending these Labour Market Board/Board of Education courses, and their expected future expansion, may be of interest. The figures give an idea of how enormous and rapidly growing a field this is, even without the supplementary training given by individual enterprises, which will be commented on later.

The centrally organised labour market training was attended by

some 48,000 persons in 1965
53,000 " " 1966
60,000 - 65,000 " " 1967 (estimate)

The forecast for the early 1970's indicates a figure of 115,000 persons per annum.

This is for whole-time courses, the usual lengths of which are 12, 26, 39 and 72 weeks.

The annual cost of these government-run courses is around 200 million Swedish kronor (185 million FF). Obviously this is a considerable field for the correspondence method and perhaps

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even greater for correspondence teaching material and aids. Since this is a new area and very difficult to survey, it has not been possible to obtain detailed data for this report. Instead some examples will be given of how correspondence teaching is used within other governmental bodies.

(1) On training within a central government agency

According to a 1965 report the National Road Board has an extensive programme of staff training, based largely on the correspondence method. In the mid-sixties a correspondence course in personnel administration was held for executives, terminating with a brief residential course. A total of 1,000 employees took these courses in two years. Another correspondence course arranged by the Board was in a subject as specialised as road maintenance, covering nine subjects from soil types to personnel management.

(2) On training at an independent government enterprise

The Swedish Radio and Television Broadcasting Corporation has for a long time encouraged its employees - technicians, administrative and programme staff - to undertake further training for "internal recruitment" for higher appointments, amongst other reasons. Some examples from the Regional Office of the Corporation in Malmö:

> "Kjell Andersson, in addition to his ordinary work, is in charge of training in Malmö. He relates that courses in radio and telecommunications naturally predominate, but also, many take courses in personnel management. The Corporation generally repays 50 - 100 per cent of the cost at the end of the course ..."

On the programme side and among administrative staff the interest in correspondence courses is rather less. But sometimes producers, too, order a correspondence course, as did Sören Engelbrektsson in Malmö, who is preparing for a series of TV youth programmes by reading psychology by correspondence.

A 32-assignment course in radio engineering is being taken in his spare time by a sound engineer, Bo Levren. Every fourth technician, on an average, takes a correspondence course.

(3) On training in prison welfare

An entirely different framework for correspondence studies lies in the field of prison welfare, in which prisoners have for a long time been encouraged to make use of their time by adding to their qualifications by this means. In recent years these facilities have been more consciously and generously extended. At the Kumla Juvenile Prison a department has been opened in which half the working time is devoted to study.

> "Study is counted as work and is paid as such, at 65 - 70 öre per hour. Selections for this department are made, of course, only among those who have some talent and endurance for study and have an end to study for. For some time the Prisons Board has provided still better study facilities for selected categories at a new prison school at Uppsala. The school has neither barred windows nor perimeter walls, but the selection of applicants is very strict."

An illustration can be culled from a letter from a prisoner:

> "Now, through poems and essays I have written, I have been able to start studying. In four months I have taken eight grades, which in itself is sufficient qualification for an appointment of which I never could have dreamt earlier.
>
> ....
>
> At present I am engaged on three courses: sociology, philosophy - and in a comprehensive and exacting psychology course. I have just sent in the last two assignments.
>
> ....
>
> Now perhaps I shall not have to dig ditches when I get out."

That the limiting factor here lies neither in the ability of the prisoners nor in the correspondence method as such is pointed out by the governor of a prison, who instead emphasises the lack of resources:

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> "If one were to criticise anything in this context, it would be the virtually 'token' grants available to the prison authorities for supporting ambitious prisoners who wish to take courses which, for example, lead to a qualifying examination.
>
> -If we had any kind of scholarship fund to encourage our more able prisoners, many more would undoubtedly spend their spare time in studying.
>
> -Even so there are surprisingly many who do without cigarettes, coffee and newspapers in order to keep their studies going. We have seen fantastic examples of how prisoners have spent thousands of kronor on resolute studies during their time in prison."

3.5 Collaboration between correspondence teaching and special schools for adults

The last category of partner we shall consider comprises the special schools for adults which offer formal qualifications corresponding to those obtained at school by young people. There are two main types, evening upper secondary schools for adults, of which there are 30 or so, run either by municipalities or educational associations, and the two state upper secondary schools for adults which work with a combination of self-study and direct teaching. The former type functions broadly as an ordinary upper secondary school under the guidance of teachers; the latter concentrate chiefly on correspondence teaching, but with short periods of teaching at the school. Normally the period of study lasts 4 to 5 years, of which about 1 year, divided into 7 to 8 periods, is under teacher supervision. The government bill for the extension of adult education, which was passed by parliament in the spring of 1967, proposed an extension of the government-run adult upper secondary schools and, in conjunction therewith, increased facilities for individual students to take entire upper secondary courses by correspondence, entirely at government expense if an application is made via one of the government-run adult upper secondary schools. This not only means greater financial assistance. It also provides a new opening for upper secondary study entirely by correspondence, in co-operation with a government school possessing great experience of precisely that form of study, and with the ability to provide the particular supplementary support needed in each

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individual case. Naturally, too, correspondence students should have access to premises and equipment for the necessary laboratory work. The Board of Education has been directed to examine whether such laboratory work might be done in another school nearer to the student's place of residence. The government-run adult upper secondary schools recruit pupils from throughout the country, and consequently, in cases where the pupils live far from the school, it is natural to try out such simplified forms of organisation. Here, then, is a new line of development in the combination of elements and resources from different methods and institutions.

The above mentioned proposal assumes an annual intake of around 2,000 for this form of correspondence teaching at the upper secondary stage.

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4. CORRESPONDENCE EDUCATION - COMBINING DIFFERENT METHODS

As will have been apparent from the preceding section, the development is characterised not only by collaboration between different institutions, but also by combining different methods. The latter is to some extent a consequence of the former. When different institutions enter into an extended form of collaboration each contributes its own method - the schools, their teacher-led teaching, the labour market enterprises, different types of practical instruction, the educational organisations, the study circle method, the correspondence institutes, their special forms of teaching, etc. By lively experimentation and combination an attempt is made to arrive at an integration of various methods adapted to the needs and conditions in each special case, and drawing on the special advantages from different fields of experience.

Three main lines of such "combination of methods and material" may be distinguished:

- those based on an interplay between individual studies in small and large groups, having some resemblance to the varying sizes of classes of the Trump method;

- those based on an interplay between printed material, books, correspondence courses, etc. and different kinds of audio-visual aids;

- those aimed at new combinations with radio - TV.

Some comments with illustrations will be made on each of the three types.

Firstly, the combination of different study unit sizes, from the individual student to the "large group" of up to a couple of hundred students, is a tendency which has come to expression within most diverse types of education. Within the school system, liberal education and educational activities associated with industry and the labour market, there has been in recent years a more lively exchange between individual study on the traditional correspondence model, group work in small units, and lectures, lessons or instruction in large groups.

In schooling, this model - as already mentioned - is sometimes linked to the Trump system which, inter alia because of the shortage of teachers and the efforts to find work-saving and personnel-saving teaching models, has been extensively tested in Sweden, mostly with good results. It is sometimes used for somewhat different reasons and in a slightly simpler form, e.g. for teacher training. Here, because of the limitation of the time-table, teacher-department teaching is important in order to allow teachers to continue their studies concurrently with their own teaching, without needing to take too much time off. On the other hand, certain elements of lecture, tuition or class instruction in difficult aspects of the subject, may be important if too great a demand is not to be placed on the individual student.

A concrete example of such a combination of individual and group study can be given from the continued training of teachers in business administration subjects, taught at commercial and vocational schools. One such group took a two-year course arranged in collaboration between the Board of Vocational Training and Hermods. The students read the material by correspondence, but assembled about every fourth month in Malmö (where the Hermods Institute is situated) for examinations, lectures and group instruction. The financial advantages of such a limited absence from their teaching duties are only too obvious. Equally clear are the pedagogic advantages of the extra tuition thus made available.

In company training other methods and combinations of correspondence studies, with other forms of teaching, come into the limelight. Here use can be made of the flexibility of the correspondence method and its spur to private work and activity pedagogics; expert knowledge within the company can be used to supplement the reading matter; the studies can be "tailored" to the company, by adding to the general correspondence material that which is specific to the company or trade in the form of group work and lessons.

This is in most cases very much cheaper than having the correspondence course tailor-made for the company. An intermediate form between these extremes is that the company or trade produces special insert-sheets, or other matter supplementary to the general courses, of a kind which can be studied individually, used as a correspondence task, etc. But even in the latter case it is natural to make use of practical and concrete illustrational material from the company's work, and of the company's own experts.

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The most interesting feature from our point of view is that the two-fold demand of "tailoring to the company" and of rapid addition of new material in step with increasingly rapid technical advance calls for a complement to the traditional correspondence studies, and that this complement naturally takes the form of group work or lessons for larger units. The combinations of different methods grow up in response to new needs, while offering a means of reducing the loss of pupils or of avoiding excessive demands on them.

In adult education or free studies, with their close association with trade organisations and popular movements, other types of combination are developed. For a long time there has been the very extensive use of specially designed correspondence teaching as a basis for the work of the study circles. In these study circles,based on correspondence courses - especially from Brevskolan and LTK - joint replies from the group was formerly the general rule. It is still the prevailing practice,but other forms are now coming in, individual studies or individually submitted answers, but in which the learning and preparation of the correspondence material is also based on group discussions, study circle work and lectures or tuition.

In two areas in particular this combination of correspondence and study circle method is beginning to become common.

On the one hand there are the more qualified studies within trade unions, local government, and other associations, directed to a more clearly defined aim - e.g. the training of members of the boards of trade unions, officials for leading posts in local government, youth leaders and the like. On the other hand there are certain types of correspondence study at university level in civic subjects.

In these "Trade Union Evening Correspondence Schools", "Municipal Evening Correspondence Schools" or "Higher Social Science Courses", which have attracted large numbers of participants and have also been a great success in respect of the number of pupils who complete the courses, the average level of results and the like, there has also been a measure of association between individual correspondence study and the study circle tradition, and at the same time increased direct expert participation in lecture evenings, seminars and residential courses.

The other main line for the combination of methods - a more systematic and varied use of audio-visual aids - can be covered more briefly. On the one hand the phenomena are better known and have a wider international distribution, while, on the other, they can hardly be of such universal application; they are often limited to particular subjects such as languages, aesthetic training and certain courses in the technological sphere.

Certain concrete features will, however, be presented briefly.

Within the language teaching of the correspondence institutes the printed material is being increasingly supplemented today, not only by gramophone records but by tape recordings. These are of two kinds: those which are a substitute for gramophone records, and those which are recorded by the pupils and sent in to be listened to, and commented on, by teachers with special phonetic training for improvement of pronunciation and intonation. These models, of course, require a great amount of work and are expensive, but they nevertheless show the new possibilities of feedback offered by technical developments.

Within the field of aesthetic subjects, with its branches in arts and crafts, various musical activities, artistic photography, film and theatre, etc., the new aids for the production and transmission of pictures and sound have been a great boon. More abundant video material in the form of films, slides, film-strips, mass-produced works of art and better reproductions, has given a new lucidity and concreteness to the subject matter. The improved sound recording and sound reproduction facilities have created a new situation for the teaching of music, both for the receiver and for the executor or creator. Here extensive experimental work is being done, sometimes by the correspondence institutes themselves, sometimes in collaboration with organisations and individual enterprises specialising, for example, in art, film or music; sometimes, finally, by a new type of enterprise, contractors for audio-visual aids, which offer their services to various customers.

Within different technological disciplines, naturally the better illustrational and experimental facilities represent an important advance and can relieve part of the shortage of, for example, laboratory accommodation for individual correspondence students. Here, too, much development work is under way.

Finally, an example may be mentioned of the use of audio-visual aids in a slightly different sphere. Two correspondence institutes have produced films and an entire AV package - working material, gramophone records, etc. - on the subject of study technique, in order to introduce and practise this important aspect for both individuals and groups. And, in conclusion, trials have started with data processing for correction.

The third main line for the combination of different types of methods and materials is of special interest in Sweden just now. It is that which aims at increased ether-borne teaching by radio and television in more systematic co-operation with other methods. It is of interest because the decision-making authorities, in their new drive for adult education, have placed the emphasis precisely on radio-television. The reason given in the government proposal is that, for a given expenditure, very much larger groups can be reached and greater effects obtained through these mass media than through more traditional and more teacher-dependent forms of study. This was considered essential, as otherwise a troublesome financial situation for the government would have led to large groups of the adult "low-educated" generation having to wait too long before getting a better chance to fill the gap.

But the government proposal makes it clear that radio-TV teaching alone is not enough; it must be supplemented by elements of support, stimulation, guidance and advice from other forms of study. The new teaching series on radio-TV must be integrated at the planning stage with, for example, the work of the educational associations, adult schools, people's high schools and correspondence institutes. These must provide the framework for, and the follow-up of, the series of programmes.

The form of this experiment and its implementation are merely sketched in the government proposal. A special working party with representatives from various forms of teaching, the Broadcasting Corporation and educational experts, will draw up the guiding principles, carry out certain tests and evaluate the results.

Examples of the steps intended are that for the 1967-68 season, it is planned that there shall be series of programmes on study technique, business management, English at upper secondary level, specially directed to adults, and a large-scale experiment in one school district to see how far TV and radio programmes can fulfil a direct teacher-replacement, and not merely an illustrative and supplementary function.

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Before the start of these series certain TV programmes had been arranged in direct collaboration between the Broadcasting Corporation, correspondence institutes and educational organisations. They included subjects such as the new school system, our constitution, problems of developing countries, supplemented by textbooks and organised co-operation with the educational associations, which discussed, and implemented, the subject matter in study groups and at seminars.

Of even greater interest have been two radio programmes directly based on co-ordination between programme and correspondence teaching. These comprised foreign languages and "Swedish anew", i.e. Swedish languages and literature at the upper level of the comprehensive school, which most adults had missed.

As this type of detailed co-ordination between radio and correspondence teaching is likely to play an increasingly important role in the future, a fuller account will be given of the arrangements for "Swedish anew".

> The radio course comprised 63 half-hour programmes broadcast twice a week from September 1966 to May 1967. Each programme was first broadcast in the evening and repeated during the following day to allow different people to listen to the broadcast at a time most convenient to them, and to allow for some revision.
>
> The textbook, which all needed to have, including those who followed the course only on the radio, contained all the directions and text material around which the programmes and correspondence courses were built.
>
> The correspondence courses contained additional working material, exercises and tasks, and were so arranged that a person who had missed any programme could still complete the course.
>
> The correspondence study could be done in three ways - individually, in a correspondence study circle, or by a combination of the two.
>
> Certificates of participation in the course were issued.
>
> An investigation of the persons participating, difficulties experienced, and results was made as the course proceeded.

In this connection it may be mentioned that there is a report on another detailed investigation into a radio course, in political science at academic level. This shows, among other things, that unless the radio teaching is combined to a greater degree with group work or correspondence studies, a lack of balance occurs in the distribution of participants, the course reaching mainly the highly educated and so tending not to reduce the educational gap but rather to increase it.

5. CORRESPONDENCE EDUCATION - WITH BETTER PRODUCED COURSES

This section of the study can be dealt with quite briefly. There is an English-language publication, based on Swedish experience, which illustrates in fairly full detail and with ample examples what has been done, and is planned, for the production of better study material. It is the director of the largest Swedish correspondence institute, Hermods-NKI, Dr. Börje Holmberg, who deals with this theme in his book Correspondence Education (Hermods-NKI 1967). An abbreviated version is contained in The Brandenburg Memorial Essays on Correspondence Instruction III (The University of Wisconsin 1966). There is no reason to review these publications in detail as those who are interested can refer direct to the sources. But to give an idea of the trends of development discussed by Dr. Holmberg, his main points are listed below:

- the use of more diagnostic tests;
- a reduction of the amount of writing demanded from the student;
- introduction of test questions which stimulate further thinking;
- more detailed and didactic illustrations;
- better typography;
- more use of audio-visual aids;
- programmed instruction inserted in ordinary correspondence courses;
- more stimulus to find out facts from different sources.

These points are thoroughly discussed and illustrated in the original publications. By way of enlargement, some points of view may be presented from the production manager of the same institute, Leif Svensson, who, in an article in June this year, discussed the development of method in Swedish correspondence teaching. His article starts with a few points of criticism of the traditional form of correspondence course:

- it was usually produced, assignment by assignment, without possibility of adjusting the whole when it was complete;

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- the set tasks usually measured the pupils' knowledge only in the section of the course concerned;
- they did not allow for revision or integration;
- the courses were seldom based on an analysis of goals;
- the despatch of separate assignments meant that the pupil gained no survey of the material as a whole.

Other lines of development which are quite closely related to those presented by Dr. Holmberg are:

- more diagnostic tasks;
- more carefully designed and more detailed study guides;
- increased use of "commentary courses" based on supplementary material and guides to existing textbooks;
- increased use of complete and varying sets of material.

Finally, a future perspective of how the production should be organised:

- first a clear analysis of goals;
- framing of final examinations on the basis thereof;
- check tasks inserted at frequent intervals;
- teaching material related to the diagnostic tests with, for example, increased facilities for revision tasks;
- elimination of certain material and the like;
- active utilisation of the diagnostic tests for continuous adjustment of parts of the course which prove unsatisfactory;
- more preliminary test or "zero tests" to check the student's prior knowledge and general starting position.

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Within the area of correspondence teaching based chiefly on group work in study circles, and concerned mainly with courses related to modern sociological problems, cultural questions and leisure activities, a continuous development of the educational materials is also taking place. A few indications from this sector must conclude the account of the manner of presentation of courses.

(1) One main line is to devote more effort to improving study technique both through introductory instructions and through directions "inserted" as the course proceeds.

(2) As the courses are directed almost exclusively to adults, and as adults place especially high requirements on a comprehensive view and on casual relations in what they learn, a conscious effort is made to give the courses a clearer and more surveyable structure with logical sequences, clearly delimited sub-units, and frequent summaries and revisions. This striving is reflected both in the organisation of the subject matter and in the typographical presentation.

(3) In conjunction with this an attempt is made to relate both the informational matter and the set tasks, more to the students' own experience from their local environment, their working lives and leisure occupations, so as to combine theory and practice, and to anchor their knowledge in the reality of the "here and now". Adults' needs of such relation to reality are known from adult educational research.

(4) One way of achieving this is to offer greater variety in exercises and set tasks in order to encourage the pupil not only in his study of the course material, but also to carry out field investigations and concrete comparisons, to report on practical experience of relevance to the subject, and to submit suggestions and points of view, for example for the solution of problems in club activities and society at large.

(5) A further development of this latter point is extended feedback so that, for example, results from studies in civic subjects are passed on to different decision-making organs in the political parties and government, which then send their comments to the study groups. Special "suggestion sheets" for such communication are supplied with certain courses.

(6) This type of group correspondence study also makes use of some of the earlier reported lines of development - a greater use of AV aids, a freer adaptation to different degrees of teacher assistance, and combinations of different forms of study. A line of development which has already been referred to but deserves to be repeated, is the co-ordination of the production of courses in entire programmes of action, including training of instructors, organisation of supporting activities, recruitment, supplementary residential courses and other such elements which play a greater role in integrated adult education work.

6. FINAL REMARKS

In this summary account of some of the background factors and trends of development in Swedish correspondence teaching, the emphasis has been laid on development work, new initiatives, and attempts at constructive adaptation to changed conditions and new needs in a society which, particularly in the matter of education, is undergoing rapid change. This means that more attention has been paid to attempts at new solutions than to problems, difficulties and limitations of the correspondence method, which naturally are also a part of the picture.

Nor can these problems, difficulties and limitations be taken up in this concluding section. But to give some balance to the presentation, which has perhaps given the impression of an unsullied series of successes, two types of problem, even in the most modern correspondence teaching, will be indicated, at least briefly.

> To what extent does the correspondence method, especially in its form of individual studies, reach only those with the strongest motives and those who are favoured in some respect, those with pronounced talents for study, an iron will and reasonable environmental conditions? And to what extent are large categories both with an ability and a need to study missed because, for example, of a difficult environment or a delicate constitution?

The second problem is partially an expression of the same empirical reflection.

> What is the reason for the familiar high average drop-out of students? What are the too heavy demands and difficulties that the correspondence method places on the student? And what can be done to reduce the wrong financial investments and the personal failures, which the drop-out must in fact involve?

These are serious questions. It may be said that the entire striving for renewal that has been illustrated earlier in this study does, in a way, provide the answer: by constant renewal, improvement, the seeking for new partners in collaboration, and new combinations, an attempt is made to reduce the unbalance in the distribution and the loss of students. But it must be added that, besides this versatile

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and continuous striving for improvement and renewal, there is another need - a much more detailed knowledge kept constantly up-to-date by being based on research, especially concerning recruitment, viz. which groups are reached and which are missed? And, concerning the reasons for drop-out, which students fail to complete their courses and why? Only on such a basis would it be possible fully to exploit the possibilities of correspondence teaching - in combination with other forms of study.

Finally, to end on a positive note nevertheless, two statements will be quoted from Sweden's new Minister of Education and Cultural Affairs, Olof Palme, the chief representative of cultural and educational work in the country. Two years before his appointment, but when he had already been working on investigations and planning within the educational system for a long time, he said:

> "As regards correspondence studies, I myself have very positive experience of this form of study. I have learnt some Russian in this way, and in one month I rushed through a 25-assignment Latin course. I have derived great pleasure from what I learnt on both these courses. The teaching is of fine quality ...".
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> ....
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> "Some adjustment of the correspondence method is to be expected. On the one hand I think it will become more effective by being combined to a greater extent than hitherto with oral instruction and tuition and on the other it will find applications in new fields.
>
> ....
>
> Correspondence teaching is full of vigour and is adaptable, two qualities offering sound prospects for the future."

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